Increasing The Students' Ability In Writing Skill By Using IBC Strategy

Hidayati Daeli[1], Afore Tahir Harefa[3], Hasrat Sozanolo Harefa[3]

[1, 2, 3] Universitas Nias, Jalan Yos Sudarso Ujung No.118/E-S, Ombolata Ulu, Kec. Gunungsitoli, Kota Gunungsitoli, Sumatera Utara
daelihidayati@email.com

Abstract

Writing is an ability to express the idea or thought to the other in written form. In writing, the students has to be able to express his/her thought in writing in order that the reader can understand and get message easily. In the syllabus of curiculum 2013 at the eleventh grade of SMA Negeri 1 Hiliduho expected the students were able to express the meaning in short functional text and simple short essay in the form of recount. In fact, the students are unable to realize what the syllabus hope, so they could not achieve the target of MCC in writing. In solving the problem, the researcher tries to increase the students' ability in writing paragraph especially in recount text by using IBC strategy by designing Classroom Action Research in teaching learning process. The subject of this research is the students of the eleventh grade of SMA Negeri 1 Hiliduho which is the total number of the students is 30 students. The research was applied in two cycles, each cycles consist of two meetings. Each meeting followed the steps of CAR: planning, action, observation and reflection. In collecting the data of the students' ability in writing recount text by using IBC strategy, the researher use observation papers, field notes, writing test, and camera. Cycle I in first meeting, the students' observation paper showed that there were 10 students (33,34%) had done all of the activities and 20 students (66,66%) had not done the activities; the second meeting, there were 14 students (46,67%) had done all the activities and 16 students (53,33%) had not done the whole activities; and the result of the students' evaluation paper showed that there are 3 students (10%) in very good level, 2 students (6,67%) in good level, 8 students (26,66%) in enough level, 15 students (50%) in less level and 2 students (6,67%) in fail level. Then, the average of the students' value is 58,5. This mean noted that the students still less in achieving MCC 60. In cycle II, the researcher re-planed and improved the weaknesses of the activities of the cycle I in order that the students' ability could achieve the MCC 60. The result of the students' evaluation paper in first meeting showed that there are 25 students (83,33%) had done all the activities and 5 students (16,67%) had not done all the activities; in the second meeting there were 29 students (96,67%) had done the activities and 1 student (3,33%) had not done the whole activities; and the result of the students' evaluation paper stated that there were 15 students (50%) in very good level, 12 students (40%) in Good level and 3 students (10%) in enough level. It showed that all the students achieved MCC is 60. The average of the students' value is 82,3. This value said that the students' ability in writing recount text by using IBC strategy was increased effeciently and effectivelly. The researcher had some suggestions, such as: IBC strategy is effective used by English teacher in teaching writing recount text because it interests, encourage, and motivates the students in writing, the students should often practice to write English trainning them to have writing English habit, the English teacher needs to motivate the students to convey their opinions and ideas in writing form, and be active using dictionary.
Keywords: Students' Ability in Writing Skill, IBC Strategy.

Abstrak

Menulis adalah suatu kemampuan untuk mengungkapkan ide atau pemikiran kepada orang lain dalam bentuk tulisan. Dalam menulis, siswa harus mampu mengungkapkan pemikirannya secara tertulis agar pembaca dapat memahami dan menerima pesan dengan mudah. Pada silabus Kurikulum 2013 kelas XI SMA Negeri 1 Hiliduho diharapkan siswa mampu mengungkapkan makna dalam teks fungsional pendek dan esei pendek sederhana berbentuk recount. Kenyataannya, siswa tidak mampu mewujudkan apa yang diharapkan silabus, sehingga tidak dapat mencapai target MCC secara tertulis. Dalam memecahkan masalah tersebut, peneliti mencoba untuk meningkatkan kemampuan siswa dalam menulis paragraf khususnya dalam teks recount dengan menggunakan strategi IBC dengan merancang Penelitian Tindakan Kelas dalam proses belajar mengajar. Subyek penelitian ini adalah siswa kelas XI SMA Negeri 1 Hiliduho yang berjumlah 30 siswa. Penelitian ini dilaksanakan dalam dua siklus, setiap siklus terdiri dari dua kali pertemuan. Setiap pertemuan mengikuti tahapan PTK: perencanaan, tindakan, observasi dan refleksi. Dalam mengumpulkan data kemampuan siswa dalam menulis teks recount dengan menggunakan strategi IBC, peneliti menggunakan lembar observasi, catatan lapangan, tes menulis, dan kamera. Siklus I pertemuan pertama, hasil observasi siswa menunjukkan bahwa terdapat 10 siswa (33,34%) telah melakukan semua kegiatan dan 20 siswa (66,66%) belum melakukan kegiatan; pertemuan kedua, terdapat 14 siswa (46,67%) yang telah melakukan seluruh kegiatan dan 16 siswa (53,33%) yang belum melakukan seluruh kegiatan; dan hasil evaluasi makalah siswa menunjukkan bahwa ada 3 siswa (10%) pada tingkat sangat

baik, 2 siswa (6,67%) pada tingkat baik, 8 siswa (26,66%) pada tingkat cukup, 15 siswa. (50%) pada tingkat kurang dan 2 siswa (6,67%) pada tingkat gagal. Kemudian rata-rata nilai siswa adalah 58,5. Hal ini berarti mencatat bahwa siswa masih kurang dalam mencapai PKS 60. Pada siklus II peneliti merencanakan kembali dan memperbaiki kelemahan kegiatan siklus I agar kemampuan siswa mencapai PKS 60. Hasil dari kertas evaluasi siswa pada pertemuan pertama menunjukkan bahwa terdapat 25 siswa (83,33%) telah melakukan semua kegiatan dan 5 siswa (16,67%) belum melakukan semua kegiatan; pada pertemuan kedua sebanyak 29 siswa (96,67%) sudah melakukan kegiatan dan 1 siswa (3,33%) belum melakukan seluruh kegiatan; dan hasil evaluasi kertas siswa menyatakan bahwa terdapat 15 siswa (50%) pada tingkat sangat baik, 12 siswa (40%) pada tingkat Baik dan 3 siswa (10%) pada tingkat cukup. Hal ini menunjukkan bahwa semua siswa mencapai MCC adalah 60. Nilai rata-rata siswa adalah 82,3. Nilai tersebut menyatakan bahwa kemampuan siswa dalam menulis teks recount dengan menggunakan strategi IBC meningkat secara efektif dan efisien. Peneliti memiliki beberapa saran, seperti: strategi IBC efektif digunakan oleh guru bahasa Inggris dalam mengajar menulis teks recount karena menarik, mendorong, dan memotivasi siswa dalam menulis, siswa harus sering berlatih menulis bahasa Inggris melatih mereka untuk memiliki kebiasaan menulis bahasa Inggris , guru bahasa Inggris perlu memotivasi siswa untuk menyampaikan pendapat dan ide mereka dalam bentuk tulisan, dan aktif menggunakan kamus.
Kata Kunci: Kemampuan Siswa dalam Keterampilan Menulis, Strategi IBC.

Corresponding author: Hidayati Daeli
Email Address: daelihidayati@email.com (Jalan Yos Sudarso Ujung No.118/E-S, Ombolata Ulu)

INTRODUCTION

In learning English in schools, there are four skills (reading, writing, speaking, and listening) need to master by students. Brown (2004: 255) in Yulianti (2019:1) stated "Writing is a process to create some ideas of students' knowledge to be a written". Gebhard (1996) cited in Apsari, (2017) said that writing involves several components which have to be considered including word choice, use of appropriate grammar, syntax, mechanics, and organization of ideas into coherent and cohesive form. Mark (2013:4) stressed " Good writing expresses what you want to say, meets the readers' need, and uses the appropriate style and format. Parmawati, (2013) in Julianti (2019:2) stated that writing is one of important skill in English subject beside the other skills. Eventhough writing skill is important, it does not get enough attention and proper time allocation in the teaching and learning process.

Currilculum K-13 in syllabus of the eleventh grade of SMA Negeri 1 Hiliduho expected the students expressing the meaning and step of rhetoric, the language feature in short and simple essay form accurately, correctly, fluently, and acceptable to interact with the environment in recount and narrative form based on the using context. The Minimum Competence Criterion in the school is 60. Hyland (2009:iii) in Dewana (2016; 41) mentioned that recount is a text that tells about past experiences of event. The generic structures of recount text as 1) orientation provides the setting and introducing the participant, using first person point of view, 2) events tells and describes a series of event which happened, and 3) re-Orientation starts the writer's personal note and it's optional-closure of events.

In reality, what is expected by K-13 in syllabus, the students can not achieved yet. They were not able to write recount text accurately, correctly, fluently, and acceptable to interact with the

environment. The problem caused by some factors, such as: the students can not identify function, generic structure, and language features of the recount text, and the teacher do not use the appropriate strategy in teaching. To overcome the students' problem, the researcher wanted to aplly the IBC (Introduction, Body, Conclusion) Strategy in a teaching-learning process. Bailey (2006:43) stated that (Introduction, Body, Conclusion) strategy is the strategy to teach and guide the students to comunicate their ideas in written form by using their own words and to organize the introduction, body and conclusion in a paragraph. Jesicca (2020:12) stated, "IBC- can be a tool to help students with both organization and transfer work in the composition which consists of introduction, body(s), and conclusion". Jordan and his friends (2007:18) say, "IBC strategy is a writing strategy that helps students understand their role as a writer and how to effectively communicate their ideas and mission clearly so that the reader can easily understand everything written". Regarding on the statements above, the researcher interested to conduct a research entitle, "Increasing the Students' Ability in Writing Skill by Using IBC (Introduction, Body, Conclusion) Strategy at the Eleventh Grade of SMA Negeri 1 Hiliduho in 2014/2015."

METHOD

In overcoming the students' problem in writing recount text by using IBC strategy, the researcher implemented Classroom Action Research. Hopkins (2008) in Yulianti (2019:2) argued, "Classroom Action Research a from of self-reflective inquiry undertaken by participants in a social (including education) situation in order to improve the rationality and of (a) their own social or educational practices justice (b) their understanding of these practices, and (c) the situations in which practices are carried out ". The research object was the students' ability in writing recount text by using IBC strategy at the eighth grade of SMA Negeri 1 Hiliduho in 2022/2023. In collecting the data of the research, the researher used the obsevation papers to observe the researcher's and students' activities during teaching and learning processes; test to measure the students' ability in writing; field notes to write the events or activities close related to action; and video-camera to take documentation. The subject of the research was the eleventh grade (XI-2) of SMA Negeri 1 Hiliduho consisted of 30 persons. This research run in two cycles. Every cycle did in two meetings followed the steps of CAR, planning, action, observation, and reflection. In analyzing the students' ability in writing, the researcher used the following talbe.

Table.1. Analyzing the Students' Ability in Writing

No	Name of Students	Criterion Description					Score
		Content	Organi-zation	Vocabulary	Language	Mechanic	
1							
2							
Etc							

The results of researcher's and the students' observation paper during implementing IBC Strategy in the teaching learning process analyzed by using the formula as follows and then followed the steps of reduction, explanation, and conclusion :

$$Percentage(\%) = \frac{Activities\ done}{Whole\ activities} x\ 100\ \%$$

FINDINGS AND DISCUSSION

The location of this research is SMA Negeri 1 Hiliduho. This school located in Hiliduho Village, Hiliduho sub-district, Nias regency. The subject of this research is the students in the eleventh grade of SMA Negeri 1 Hiliduho in 2021/2022 especially the VIII-2 class. Which the total numbers of students are 30 students consist of 14 girls and 16 boys.

This research followed the procedures of CAR, such as planning, action, observation, and reflection. During the implementation of this research, the researcher was helped by a teacher-collaborator who observed the students' and the researcher's activities during the teaching-learning process in the classroom.

The Explanation of Each Cycle in Increasing the Student's Ability in Writing by Using IBC Strategy.

Cycle I consisted of two meetings. Each meetings run at 2 x 40 minutes. The first meeting followed CAR's procedures, suc as: 1) planning, the researcher prepared the lesson plan, researcher's and students' observation papers, field note, and camera; 2) action, the researcher conducted the action based on the lesson plan contained a) pre-teaching, the researcher opened the teaching learning process, b) whilst-teaching, the researcher implemented the procedures of IBC Stratey had been modified in teaching writing recount text with the topic "My Holiday"; 3) observation was done by the English teacher as teacher-collaborator to observe the researcher's and students' activities during the researcher was implementing the lesson plan in the classroom. The result of the students' observation papers described that there were 10 students (33,34%) had done and 20 students (66,64%) had not done activities. The result of the researcher's observation papers showed that there were 18 activities (75%) from 24 activities had done and 6 activities (25%) from 24 activities had not done. Moreover, the researcher found some weaknesses of this meeting, such as: the researcher did not motivates the students, did not conclude the material, did not give chance to the students to ask questions, some students were not serious when they are writing recount text, did not give their opinions about recount text, did not listen the conclusion from the researcher, were not able to use simple past tense in writing recount text, and lack of vocabulary. Meanwhile, the researcher found some, such as: some students were able to write recount text, can write a paragraph grammatically, active to listen the researcher's explanation, understand the generic structure of recount text, and the researcher were able to guide the students about the steps of IBC strategy in writing recount text; 4)

reflection, the researcher improved the weaknesses found in this meeting, such as: the researcher motivated the students became confidence to convey their opinion when the researcher asked them, concluded the teaching material, gave chance to the students to ask question, asked the students to pay attention to listen the researcher's explanation about the material, explained anout simple past tense, enriched the students vocabulary about the topic, and asked the students to bring dictionary in next meeting and be active in teaching learning process, and prepared herself in teaching the students.

In the second meeting, the researcher continued the teaching activities and evaluated the students' ability. The procedures were 1) planning, the researcher prepared lesson plan, observation paper, field notes, video-camera, and test; 2) action, the researcher conducted the action based on the lesson plan improvement and evaluated the students' ability; 3) observation, the result of the students' observation paper suc as: there were 14 students (46,67%) had done the activities and 16 students (53,33%) had not done activities and also the result of the researcher's observation paper, suc as: the were 9 activities (69,23%) from 13 activities had done and 4 activities (30,77%) from 13 activities had not done. Beside the results above, the researcher found some weaknesses in this meeting, they were: some of the students did not listen to the researcher's instruction, did not write the paragraph based on their experience, did not discuss the students' difficulties, some of students did not give their ideas or opinions when the researcher asked them, and did not listen when the researcher continue to explain the material; 4) reflection, the researcher motivated the students to listen to the researcher's instruction, quided the students to write the paragraph based on their experience, discussed the students' difficulties, motivated the students to express their ideas or opinions when the researcher asked them, and to listen when the researcher explained the material or topic.

The students' ability in cycle I were 3 persons (10%) in very good level, 2 persons (6.67 %) in good level, 8 persons (26.66 %) in enough level, 15 persons (50%) in less level, and 2 persons (6.67%) in fail level. It mean that here were 17 unsuccessful students and 13 students successful in reaching MCC and the average of the students' value was 58,5. The data showed that the students had not achieved MCC 60 yet and needed the improvement of the action in lesson plan of cycle II.

In cycle II, the researcher conducted it in two meetings. Every meeting did in 2 x 40 minutes. The topic discussion was "My Birthday Party". The first meeting was done in four steps, they were 1) re-planning, the researcher improved the weaknesses by doing good preparation before conducting the action. The researcher prepares many things, such as: lesson plan, observation sheet for the researcher and students, field note, and video-camera; 2) action, the researcher followed the activities which had been improved and arranged in the lesson plan and entered the classroom together with the teacher-collaborator. The researcher told the students about the result of their evaluation sheet that was still low. The researcher explained to the students what made them fail to achieve MCC60; 3) observation, the students' observation paper showed that 25 (83.33 %) had done and 5 (16.67 %) had not done the activities; and the researcher's observation paper showed that the researcher had done 20 (90 %) and had not done 2 (10 %) from 22 activities. Also the researcher found some weaknesses as : some of the

students did not listen the researcher's explanation seriously and the researcher did not conclude the material to the students; 4) reflection, the researcher did some improvement as the researcher give extra motivation to some students to pay attention to the researcher when explained the topic and concluded the material.

The second meeting did some steps, suh as: 1) re-planning, the researher prepared lesson plan, evaluation sheet, observation sheet for the researcher and students, and video-camera; 2) action, the researcher was always accompanied by the teacher-collaborator to observe the researcher's and students' activities, conducted the action based on the lesson plan had been improved, and then evaluate the students' ability in writing recount text; 3) observation, the results of the students' observation sheet were 29 (96,67%) had done and 1 (33.3 %) had not done and the results of the researcher observation paper were 12 (92.3 %) had done and 1 (7.7 %) had not done from 13 activities. The result of the evaluation paper got that here were 3 students (10%) in enough level, 12 students (40%) in good level, 15 students (50%) in very good level. In the other word all students passed the MCC 60. Also the researcher found the weaknesses, as there were a student still did not tell the difficulties. In this cycle, the students' ability had been improved by using IBC strategy. It also had some strengthness as the students were so enthusiastic to write their personal experience in the recount text form, so active to respond the researcher's instruction to write personal recount text by using IBC chart, did the test individually, and the researcher mastered the lesson plan, able to control the class, and had self confident as teacher; 4) reflection, the researcher needed to motivate the student to be active in teaching learning process.

Common Response of the Problem

The object of the research was the students' ability in writing skill by using IBC Strategy. The problem of the research was "How does IBC Strategy increase the students' ability in writing skill?" The common response in this research is IBC Strategy increased the students' ability in writing skill especially in recount text at the eighth grade of SMA Negeri 1 Hiliduho. The research was done in two cycles. In Cycle I, the average of the students' ability in writing skill is 58,5 and

in Cycle II is 82.3. The average of the students' ability in each cycle showed that they have passed the MCC 60.

Analysis and Interpretation of the Research Findings

In the first meeting, the result of the students' showed that there were 10 students (33,34%) had done all the activities and there 20 students (66,67%) had not done the activities. The result of the researcher's observation papers showed that there were 18 activities (75%) from 24 activities had done and 6 activities (25%) from 24 activities had not done. This result showed that the students and researcher had some weaknesses which needed to improve into next meeting. In the second meeting, the result of students' observation paper showed that there were 14 students (46,67%) had done all the activities and 16 students (53,33%) had done all the activities. The result of the researcher's observation paper showed that the were 9 activities (69,23%) from 13 activities had done and 4

activities (30,77%) from 13 activities had not done. From the result of the students' and researcher's observation above showed that the students and researcher had some weaknesses caused the students ability could not increase. The students' ability in cycle I described that were 3 persons (10%) in very good level, 2 persons (6.67 %) in good level, 8 persons (26.66 %) in enough level, 15 persons (50%) in less level, and 2 persons (6.67%) in fail level. The students' ability above explained that there were 17 unsuccessful students and 13 students successful in reaching MCC. So the average of the students' value was 58,5. So that the reseacher must continue to improve the students' ability in writing recount text by using IBC strategy into cycle II. Before she continued to cycle two, she needed to improve the students' and researcher's weaknesses taken place in cycle I when prepered lesson plan of cycle II in order that the students' ability could increase.

In Cycle II of the first meeting, the students' observation result described that there were 25 students (83,33%) had done the activities and 5 students (16,67%) had not done. The resarcher's observation paper expressed that there were 20 activities (90%) had done of 22 activities and 2 activities (10%) had not done of 22 activities. This condition explained that the students and researcher still had weaknesses during implementing this meeting. The second meeting of the students' observation paper result stated that there were 29 students (96,67%) had done and 1 students (3,33%) had not done the activities. The researcher' observation paper result desribed that there were 3 students (10%) in "the enough level", 12 students (40%) in "the good level", and 15 students (50%) in "the very good level". The highest mark is 95 and the lowest mark is 65. The average of the students' mark is 82.3. However, there were no student in "the fail level" and "the less level" any more. The data explained that the students were successful to implement IBC Strategy in writing in recount text. So the researcher did not continue the research to the next cycle since the students ability had statisfied and passed the Minimum Competence Criterion which is 60.

The Research Findings versus

1. The Latest Related Research

The research about writing has been searched by Saragih (2014). The subject of her research is at the Eighth Grade Students of SMP N 1 Teluk Mengkudu. Her research title is "Improving Students' Achievement in Writing Recount Text through Introduction, Body, Conclusion (IBC) Strategy." Saragih implements Classroom Research and her research is to find out if there was an improvement on the students' achievement in writing recount text by using IBC strategy and she took conclusion that IBC strategy is significantly improved students' writing achievement especially in recount text test. The different thing is the subject of her research in the eighth grade students of SMP N 1 Teluk Mengkudu. While in this research, the subject as the eleventh Grade of SMA Negeri 1 Hiliduho. She wants to increase, in orther to encrease the students' ability in writing skill especially in recount text for two cycles. This research conducted on year 2022. In the end of the teaching-learning process, the researcher found that the students' mark is 82.3. This shows that IBC Strategy can be done to increase the students' ability in writing skill recount text.

The Research Findings versus Theory

After getting the result of this research, the researcher needs to compare it with theories written by some experts. According to Jordan and his friends (2007:18) say, "IBC strategy is a writing strategy that helps students understand their role as a writer and how to effectively communicate their ideas and mission clearly so that the reader can easily understand everything written". In additional, Bailey (2006:43) says, "IBC as a writing strategy that helps students how to effectively communicate their ideas and mission clearly in written form and help them to understand that paragraph has the introduction, body and conclusion." And Jesicca (2020:12) stated, "IBC- can be a tool to help students with both organization and transfer work in the composition which consists of introduction, body(s), and conclusion".

The theories above were contrast when the researcher implementing IBC Strategy to the students at that time. As the result, the researcher found that IBC strategy wsa better done in individually than they done in group, because the researcher looked the students depend on their friend if they apply this strategy in grouping. Then, the students feel difficult in applying this strategy and confuse to fill the IBC chart in cycle I of the first meeting when they write their own recount text.

The Research Findings Implication

This research finding had implication in teaching writing as it made the students were active, motivated, and interest, and easy to organize their idea in IBC chart so this IBC strategy was appropriate, effective, effecient to increase the students' ability in teaching writing to students.

The Research Findings Limitation

The research findings had some limitations as the time allocation in the lesson plan is limited, the researcher realized that IBC (Introduction, Body, Conclusion) Strategy needed a long time to apply it gradually, the teacher should be able to explain to students clearly how to fill the chart and able to organize the time when apply IBC strategy.

CONCLUSIONS

Based on the research finding explanation, the researcher concluded aplying IBC strategy increased the students' ability in writing skill in cycle II. Whenever n Cycle I of the second meeting, the students ability had not increased as the result were 3 students (10%) in "very good level", 2 students (6,67%) in "good level", 8 students (26,66%) in "the enough level", 15 students (50%) in " less level" and 2 students (6,67%) in "fail level". The highest mark is 85 and the lowest mark is 35, with the average is 58,5. While the students' evaluation sheet in cycle II were noone student in "the fail level" and "the less level" any more. However, there are 3 students (10%) in "the enough level", 20 students (40%) in "the good level", and 15 students (50%) in "the very good level". The highest mark is 95 and the lowest mark is 65. The average of the students' mark is 82,3. In conclusion, IBC strategy were able to increase the students' ability in writing successfully.

The researcher had some suggestions as: IBC strategy is effective used by English teacher in teaching writing and before applying IBC strategy the teacher must master its procrdures and chart so students easy to understnd an follow the teacher's instruction.

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